



Ministry  
of  
Education  
Ontario

Sean Conway, Minister  
Bernard J. Shapiro, Deputy Minister

# Learning Materials Development Plan, 1987

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## Introduction

The purpose of the Learning Materials Development Plan is to encourage the development and production of Canadian learning materials. It is designed primarily to meet needs for learning materials that might not otherwise be met because of prevailing market conditions.

The term **learning materials** means any materials designed to facilitate learning, including books (whether textbooks or books of a more general nature) and non-print materials. Workbooks are not eligible. Such materials must be intended primarily for the use of students.

This plan provides assistance for the development of learning materials for English-speaking students — that is, English-language materials and those for learning French as a second language. Assistance for the development of learning materials for French-speaking students is provided through the French-Language Fund.

Le Learning Materials Development Plan aide à la production de matériel didactique destiné aux élèves anglophones, c'est-à-dire le matériel didactique en anglais et le matériel didactique de français langue seconde. Le Fonds de matériel de langue française, pour sa part, aide à la production de matériel

*didactique destiné aux élèves franco-phones.*

The plan operates in three modes:

- Mode 1 — publishers and producers
- Mode 2 — non-profit organizations
- Mode 3 — individuals

There are specific eligibility requirements and application procedures for each mode.

All applications for funding will be considered on a competitive basis by an independent advisory committee, which will determine the criteria for the adjudication of all applications. The committee will recommend to the Minister the projects that should receive support from the funds available.

Once a project has been accepted for funding, an agreement, drawn up between the Minister of Education and the applicant, will specify the commitments and understandings of each party.



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## General Rules

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1. Projects should respond to one or more educational priorities listed under "Priorities". However, the committee will also consider projects that meet other needs.
2. The learning materials to be developed must be free of discrimination and bias (especially with regard to race, religion, sex, and age).
3. Projects must respond to provincial rather than local needs.
4. SI units of measure (International System of Units) should be used wherever appropriate.
5. Projects must involve Canadian authorship and manufacture.
6. Funds made available under this plan may not be applied towards the purchase of major items of equipment.
7. One ministry official will be associated with each project until its completion.
8. When appropriate, the proposal should describe plans for field-testing samples of the learning materials to be developed.
9. Upon completion of the project, the Ministry of Education shall receive one copy of each publication, in the case of print materials, and/or one sample of the finished product, in the case of non-print materials. The proposed budget should reflect this requirement.
10. The ministry funds will be paid in two instalments.
11. No acknowledgement is to be made in the funded learning materials of the Ministry of Education, of its officials, or of the plan.
12. Projects are to be completed within two years.

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## Priorities

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Preference will be given to proposals that respond to one or more of the following provincial priorities:

### **A. Student Learning Materials in French for Learning French as a Second Language**

Approximately one-third of the available funds will be allocated for the development and production of print and non-print learning materials for the following provincial priorities. The priorities are *not* listed in order of importance.

- a) *Core French programs*: print and non-print materials that will lead to active language use and involve topics important for general education, such as French-Canadian culture, career awareness, minority groups, environmental awareness, and life skills. Materials are needed for basic and general level credit courses. Also needed are materials for longer instructional sequences for those students who begin core French in Grade 4 or earlier. (P,J,I,S)
- b) *Immersion French programs*: texts and complementary print and non-print materials intended to serve as a basis for courses in French and in subjects other than French when these are taught to English-speaking students in French immersion programs. (P,J,I)
- c) *Extended French programs*: texts intended to serve as a basis for subjects other than French when these are taught to English-speaking students in the French language. Such texts would use a controlled level of French appropriate to the competence of the intended student population. Where feasible, the texts should be composed in such a fashion that some parts could be used within a core French program. (P,J,I,S)

## **B. Student Learning Materials in the English Language**

Approximately two-thirds of the available funds will be allocated for the development and production of print and non-print materials for the following provincial priorities. The priorities are **not** listed in order of importance.

### **1. Print and non-print materials in various subject areas that support the relevant policy documents, particularly documents recently published**

a) Business studies (*Business Studies, 1986-87*, ten parts†)

Preference will be given to materials for new courses such as Information Processing, Stockkeeping and Warehousing, and Integrated Business Studies, as well as to computer-assisted learning materials that support the computer-application learning objectives in all business studies courses. (I, S)

b) Classical studies (*Latin, Ontario Academic Courses, 1986*, and *Classical Civilization, Ontario Academic Course, 1987*)

Materials for Latin in the Senior Division will be given priority. (I, S)

c) Computer studies (*Computer Studies, 1983*) (I, S)

d) Family studies (*Family Studies, 1987\**) (I, S)

e) English as a second language/dialect (*English as a Second Language/Dialect, 1977*)

Preference will be given to materials designed to promote language development and fluency in a variety of subject areas, as well as ESL/D materials for Native students whose first language is a Native language. (P, J, I, S)

f) History (*History and Contemporary Studies, 1986-87*, four parts†) (I, S)

g) Native as a second language (*Native Languages, 1987\**)

Materials, in any of the predominant Native languages, that are designed specifically for Native-as-a-second-language programs are provincial priorities. (P, J, I, S)

h) Physical and health education (*Physical and Health Education, Senior Division, 1975*, and *Physical and Health Education, Intermediate Division, 1978*)

Preference will be given to materials dealing with family planning and sexually-transmitted diseases. (I, S)

i) Science (*Science, fifteen parts\**)

Preference will be given to materials at the basic and general levels of difficulty for students in Grades 9 to 12. (I, S)

j) Science (*The Formative Years, 1975*)

Materials for environmental studies are a priority. (P, J)

k) Technological studies (*Technological Studies, 1985-87*, twelve parts†)

Materials at the basic and general levels of difficulty for students in Grades 9 to 12 are seen as a priority. (I, S)

l) Visual arts (*Visual Arts, 1986*)

Materials at the basic and general levels of difficulty for students in Grades 9 to 12, as well as materials for the Ontario Academic Course, will be given priority. (I, S)

### **2. Print and non-print materials that support various curriculum initiatives and educational programs**

Preference will be given to:

a) materials related to the effective assessment and placement of adult students returning to school; (I, S)

†One or more parts of this guideline were still in production at the time of publication of this brochure.

\*This guideline was in production at the time of publication of this brochure.

- b) materials designed to help adult students learn; (I, S)
- c) materials specifically designed for literacy and numeracy programs for adults; (I, S)
- d) materials related to career guidance, particularly materials on employment-related topics such as occupational awareness, self-evaluation skills, transition from school to work, interpersonal relationships, career decision-making skills, the employment world, and work-effectiveness skills; (I, S)
- e) materials designed specifically for Heritage-Language programs; (P, J, I, S)
- f) materials that support co-operative education programs. (I, S)

### ***3. Print and non-print cross-curricular and interdisciplinary materials***

Preference will be given to:

- a) materials related to moral values education, life skills, the value of the community, and health education, in the elementary grades, as well as in the secondary grades at all three levels of difficulty; (P, J, I, S)
- b) materials related to multicultural studies, particularly those that include the study of minority groups, human rights, and/or race relations within the Canadian context; (P, J, I, S)
- c) materials that meet the needs of exceptional students, including the gifted, as well as students with learning disabilities and vision and behavioural exceptions, in the elementary grades and in the secondary grades at all three levels of difficulty; (P, J, I, S)

- d) materials that promote sex equity within the school learning environment; (P, J, I, S)
- e) materials that meet the needs of minority-group students, particularly in the areas of assessment and placement; (P, J, I, S)
- f) materials that assist in the development of understanding, appreciation, and aesthetic awareness of the arts; (P, J, I, S)
- g) materials designed to assist students in basic and general level programs in Grades 9 to 12 to acquire appropriate learning and evaluation strategies; (I, S)
- h) materials that help to integrate computers into the instructional process; (P, J, I, S)
- i) materials related to safety education, both within and beyond the school. (P, J, I, S)

### *Legend*

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- P – Primary Division  
(Junior Kindergarten-Grade 3)
- J – Junior Division (Grades 4-6)
- I – Intermediate Division (Grades 7-10)
- S – Senior Division (Grades 11-13)



Application for  
Learning Materials Development Plan

1987

Government  
of  
Ontario

Ministry use only

Fourteen copies of the proposal must accompany each application form.

Please type or print

**Section A**

Name of company, organization, or individual(s)		Contact person
Address (include postal code)		Address (include postal code)
Telephone number (include area code)		Telephone number (include area code)
Business	Residence	Business
If applicant is a non-profit organization, is a letter from the governing body included? <input type="checkbox"/> Yes <input type="checkbox"/> No		Is the author a Canadian citizen? <input type="checkbox"/> Yes <input type="checkbox"/> No

**Section B (Must be completed)**

Title of project		Mode (circle one)		Subject area		Planned completion date		
		1	2	3		Date	Month	Year
Division (circle one)								
Primary    Junior    Intermediate    Senior    Other (specify)								
Kind of material to be developed if project is funded (circle one or more)								
Book    Manuscript    Record    Cassette    Videotape    Slides    Filmstrip    Other (specify)								
Does support material accompany proposal? <input type="checkbox"/> No <input type="checkbox"/> Yes - state type of support material and quantity: ____ Book    ____ Film    ____ Videotape    ____ Kit    ____ Other (specify)								
Do you wish to have the support material returned? <input type="checkbox"/> Yes <input type="checkbox"/> No								

**Section C (Modes 2 and 3 must complete reverse side)**

Total budget	Funding from other sources (specify)	Funding requested
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Date \_\_\_\_\_ Authorized signature \_\_\_\_\_

**Section D — Ministry use only**

Amount granted

### Estimated Budget

**Mode 1: Use own budget outline and attach to this application**

**Modes 2 and 3: Complete below**

Ministry use only



## Mode 1: Publishers and Producers

This mode is for publishers and producers of learning materials. Where feasible, priority will be given to companies operating in Ontario. Applicants should take note of the following terms and conditions.

- Companies that have been incorporated for less than three years must submit a brief outline of their activities and the scale of their operation.
- Companies may be asked to submit samples of recent work in support of their applications.
- All applications under this mode must involve the publication or production of learning materials; funding will **not** be available for projects involving **development only**.
- Publishers or producers may apply for assistance for the development, production, and publication of learning materials or for the production and publication only if the development phase has been completed.
- Rights to the materials produced will be negotiated by the publisher and the author(s); the ministry will have no direct involvement in matters of copyright.

### Financial Considerations

The ministry will fund part of the development and production costs; the publisher or producer must provide some of the funds required for the project.

The proportion of the costs to be borne by each of the two parties will depend on such factors as the nature of the project, the potential market, and overall costs.

The budget must include the following:

- an estimate of the total development and production cost of the project, including a detailed breakdown of anticipated income and expenditures;
- the amount of money requested from the ministry;

— the proposed net price, for Ontario schools, of the finished product. This is to remain constant for one year after production;

- the anticipated size of the production run and the rationale for the run;
- a description of the normal company policy used to calculate the percentage of overhead operating expenses, royalties, and the period in which the initial outlay is to be recovered.

If travel and living expenses are incurred, these are to be specified in the budget.

The costs that should be included in the budget of a proposal for Mode 1 are:

- secretarial services and editing;
- physical materials;
- duplication;
- rough artwork for field-testing purposes;
- production artwork;
- permissions;
- typesetting;
- printing and binding;
- distribution.

Equivalent expenses should be included for the production of non-print materials.

Applicants making a submission under this mode must submit fourteen copies of the budget outline.

## Mode 2: Non-Profit Organizations

The ministry will consider applications from non-profit organizations for the **development** of learning materials of province-wide applicability. Projects proposing the development of materials for local courses of study are not eligible.

Only in special circumstances, where production is normally a part of the activity of the organization, will consideration be given to the production of materials under this mode.

By **non-profit organization** is meant one of the following: a school board; a teacher-education institution; a teacher association; an incorporated non-profit organization that carries on educational activities as a normal part of its operation.

The ministry will also consider under this mode an application from a council of the band as defined by the Indian Act (Canada) where there is, included with the application, written evidence of financial participation by the Department of Indian Affairs and Northern Development in the project in respect of which the application is made.

A project proposed for funding must reflect the priorities of the organization as a whole rather than of individuals within it, and the application must be supported by a formal statement such as a resolution of the school board or other governing body to the effect that the project actually has this support.

The finished product under this mode will be an acceptable manuscript in the case of print materials; in the case of non-print materials, the project will have reached a stage at which planning and design decisions have been taken, but no commitment to major production costs has been made.

Once the development stage of the project has been successfully completed, the applicant should inform potential publishers and producers of the availability of the materials for possible production and distribution.

Copyright will be held by the applicant.

### Financial Considerations

Applicants making a submission under this mode must complete the reverse side of the application form.

The costs that may be included in the budget of a proposal under Mode 2 are:

- secretarial services and editing;
- physical materials;
- duplication;
- rough artwork for field-testing purposes. "Finished" artwork (of production standard) may not be included under this mode unless such artwork is central to the project;
- travel and living expenses, if incurred;
- honorarium or salary to writers (the maximum per diem allowance is not to exceed \$100.00).

### Mode 3: Individuals

Individuals (or groups of individuals) operating independently of an organization may apply for assistance only for the **development** of learning materials of province-wide applicability. Projects proposing the development of materials for local courses of study are not eligible.

The finished product under this mode will be an acceptable manuscript in the case of print materials; in the case of non-print materials, the project will have reached a stage at which planning and design decisions have been taken, but no commitment to major production costs has been made.

Once the development stage of the project has been successfully completed, the applicant should inform potential publishers and producers of the availability of the materials for possible production and distribution.

Copyright will be held by the applicant.

### Financial Considerations

Applicants making a submission under this mode must complete the reverse side of the application form.

The costs that may be included in the budget of a proposal under Mode 3 are:

- secretarial services and editing;
- physical materials;
- duplication;
- rough artwork for field-testing purposes. "Finished" artwork (of production standard) may not be included under this mode unless such artwork is central to the project;
- travel and living expenses, if incurred.

An honorarium or salary for those involved in the development of the materials is not permitted under this mode.

### Application Procedures

Applicants are requested to adhere to the procedures listed below.

Submissions should be made on standard size paper — 8½" by 11" or metric A4. **No additional cover or binding is acceptable.**

Each submission should include:

- A. one** completed application form;
- B. fourteen** copies of the following:
  1. a summary explaining the scope of the project and the need that it fills and outlining the time schedule for its development;
  2. a table of contents and a sample chapter if the proposed project is a book;
  3. a storyboard, a script, or a detailed synopsis if the proposed project is a film or a videotape;
  4. a résumé of the qualifications and experience of each individual who will be significantly involved in the project;
  5. where applicable, a description of any plans for field-testing the learning materials to be developed;
- C. two** copies of the original version of the material if the proposed project is a translation and/or an adaptation.

### **Deadline Date**

- All applications for funding must reach the co-ordinator no later than **5:00 p.m., Thursday, September 17, 1987**. Applications received after 5:00 p.m. on the deadline date will not be eligible for funding.

- Applications may be submitted during office hours, Monday to Friday, 9:00 a.m. to 5:00 p.m.

- Each application form must be signed, and the submission addressed to:

Co-ordinator, Learning Materials Unit  
Ministry of Education  
Queen's Park  
Mowat Block, 15th Floor  
Toronto, Ontario  
M7A 1L2  
Telephone: (416) 965-9177

*Note 1:* No part or portions of the original 14 copies of the submission can be returned to the applicant.

*Note 2:* For information about the development of computer-based learning materials, please contact:

Acting Director  
Computers in Education Centre  
Ministry of Education  
Queen's Park  
Mowat Block, 24th Floor  
Toronto, Ontario  
M7A 1L2  
Telephone: (416) 965-0692

*Note 3:* For information about the French-Language Fund, please contact:

Co-ordinator, French-Language Fund  
Ministry of Education  
Learning Materials Unit  
Queen's Park  
Mowat Block, 15th Floor  
Toronto, Ontario  
M7A 1L2  
Telephone: (416) 965-9167